

**Commission on the Improvement of the Status of Children in Indiana
Education Task Force Meeting
January 9, 2015
10:00 a.m.-12:00 noon
Indiana Government Center South Building Conference Room 2**

Minutes

Task Force Members in attendance: Melissa Ambre, Kate Coffman, Leslie Crist, Cathy Danyluk, Laurie Elliott, Melaina Gant, Rebecca Kubacki, Susan Lightfoot, Marg Mast, and Susan Lockwood

Visitors in attendance: Stan Good, Nathan Lowe, Lisa Thompson and Kylee Hope

The focus of the meeting was information gathering relevant to USDOE/USDOJ Objective #4:
“Rigorous and relevant curricula aligned with State academic and career/technical standards that utilize instructional methods, tools, materials, and practices that promote college and career readiness.”

Susan Lockwood called the meeting to order and introduced the first presenters, Mr. Stan Good and Dr. Nathan Lowe from The Crossings.

The Crossings is an accredited, faith-based alternative school in the State of Indiana for students who have struggled in a traditional school environment. It services students in grades 9-12 with an average teacher-to-student ratio of 1:6.

Core classes run 3 hours daily with multiple education avenues and the remainder of the day may include a job training program, service learning, extended learning, or using APEX to complete high school credits.

Upon graduation, students receive a state-accredited high school diploma, along with possible job certifications and essential work force soft skills.

The Crossings is funded through partnerships with local public school districts and private donations. Through the partnerships with the local public school districts, The Crossings receives part of the district's ADM funding attributed to the student.

Information about The Crossings can be found at www.crossingeducation.com or info@crossingcec.com or by contacting Stan Good sgood@crossingcec.com

Jobs for America's Graduates (JAG) was presented by Task Force Member Leslie Crist, from the Indiana Department of Workforce Development.

JAG is a dropout prevention and school-to-career transition program targeted for at-risk high school students.

JAG is a class offered in selected high schools for students who want, need, and can benefit from additional support.

JAG Specialists offer an array of counseling, employability skills development, career association, job development, and job placement services that will result in either a quality job leading to a career after graduation or enrollment in a post-secondary education and training program.

JAG's expected outcomes: Graduation through a High School Diploma or HSE, Employment-School-to-Career-Transition, and Higher Education

JAG programs are currently located in 62 of Indiana's 92 counties.

Some of JAG Indiana's Performance goals include:

- 100% of JAG students have completed Indiana Career Explorer assessments, and have registered and posted resumes and cover letters in Indiana Career Connect.
- 100% of JAG Seniors have completed at least two college application forms, taken the SAT and ACT and completed the FAFSA by March 1, 2015.

It is important to note that 90% of JAG participants complete a high school diploma or HSE.

WORK ETHICS CERTIFICATION was a presentation given by Dr. Andrew Melin, Superintendent of Greater Clark County Schools. Dr. Melin described a cohesive partnership developed between the school staff, parents, students and community supporters to combine three elements (College and Career Readiness Standards, Positive Behavior Intervention Supports, and Work Ethic Certification) into one program called PRIDE (Persistence, Respectfulness, Initiative, Dependability and Efficiency).

The objective of PRIDE is to assure that all students are prepared to succeed in their post-secondary opportunity.

From the program overview: " Schools have incorporated **PRIDE** into their building-level plan during the 2014-15 school year to guide them in teaching **PRIDE** expectations and to acknowledge positive student behavior. Seniors who meet specific **PRIDE** expectations will be eligible to earn a Work Ethic Certification, supported by our Region 10 Works Council and the Indiana Department of Education. Students wishing to obtain the Work Ethic Certification will be measured in nine areas of academic and work ethic competency. Five subjective measures (PRIDE) will require three teachers each to sign stating that a student has met these requirements. Four additional objective competencies, i.e., community/school service, attendance, academic readiness, and behavior will be obtained from the district's student management system to indicate competency in measurable areas.

In the 2015-16 school year, the district is in the planning stages of having teachers also grade students based upon their level of PRIDE proficiency following a rubric that outlines the criteria for exceeding, meeting, or performing below expectations. Teachers will support the academic grades with numerical scores assigned to each student associated with their **PRIDE** proficiency. In addition, students will be recognized with a Work Ethic Certificate for mastery of **PRIDE** at grades 5, 8, and 12.

Next, was a Presentation from Ms. Kylee Hope, the Director from the **Bureau of Rehabilitation Services**. Ms. Hope provided information about employment services provided to qualified youth and their family members. Many times, youth and family members are unaware of the services that are available to them through VRS. Systems-involved youth often qualify for career counseling, job training and skills development, and assistive technology.

Ms. Lisa Thompson, from the **Commission's Data Sharing Committee**, informed the Education Task Force about a capstone project the Data Sharing Committee will be completing regarding information sharing among stakeholder agencies. The capstone project was derived from Indiana's team attending a four-day data sharing seminar at Georgetown University in Washington, D.C.

Following the presentations, there was a short discussion about "Next Steps" for the Task Force.

It was decided to devote a significant amount of time during the March 6 meeting of the Education Task Force to synthesizing the information gleaned from the presentations related to Transition, and determine if any recommendations needed to be made to the Commission.

Meeting adjourned at 12:00 p.m.